



Hearts and Hands Professional Development, LLC

Parent Chat 4, Series 1: Understanding Special Education

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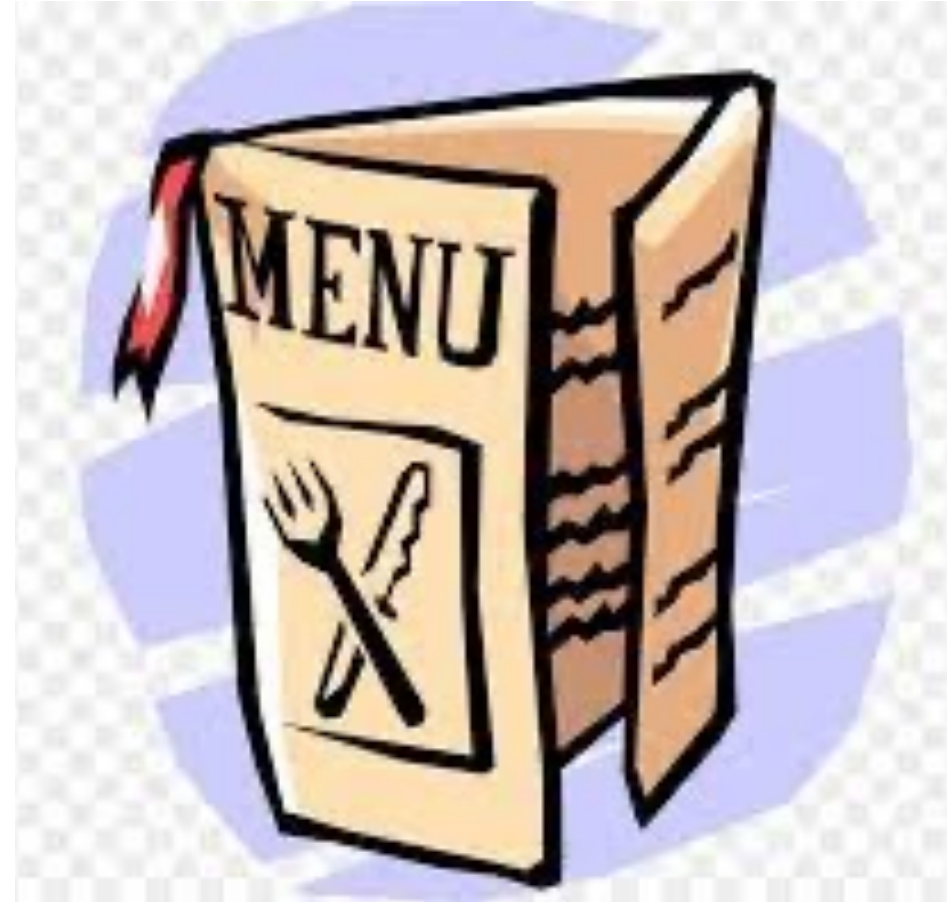


Let's Get Acquainted with Each Other

Introductions/Backgrounds /Roles working with parents and student in the special education setting

Tonight's Presentation:

- **Social-Emotional Learning (SEL) as an effective means of support**
- **Understanding the special education system**
- **Strategies to provide effective SEL support for your child**



MIND BENDER



Add one line to the following and make it 6:

IX

The point is to encourage viewing all individuals with learning differences through a unique lens, allowing for a paradigm shift in **perspective**.



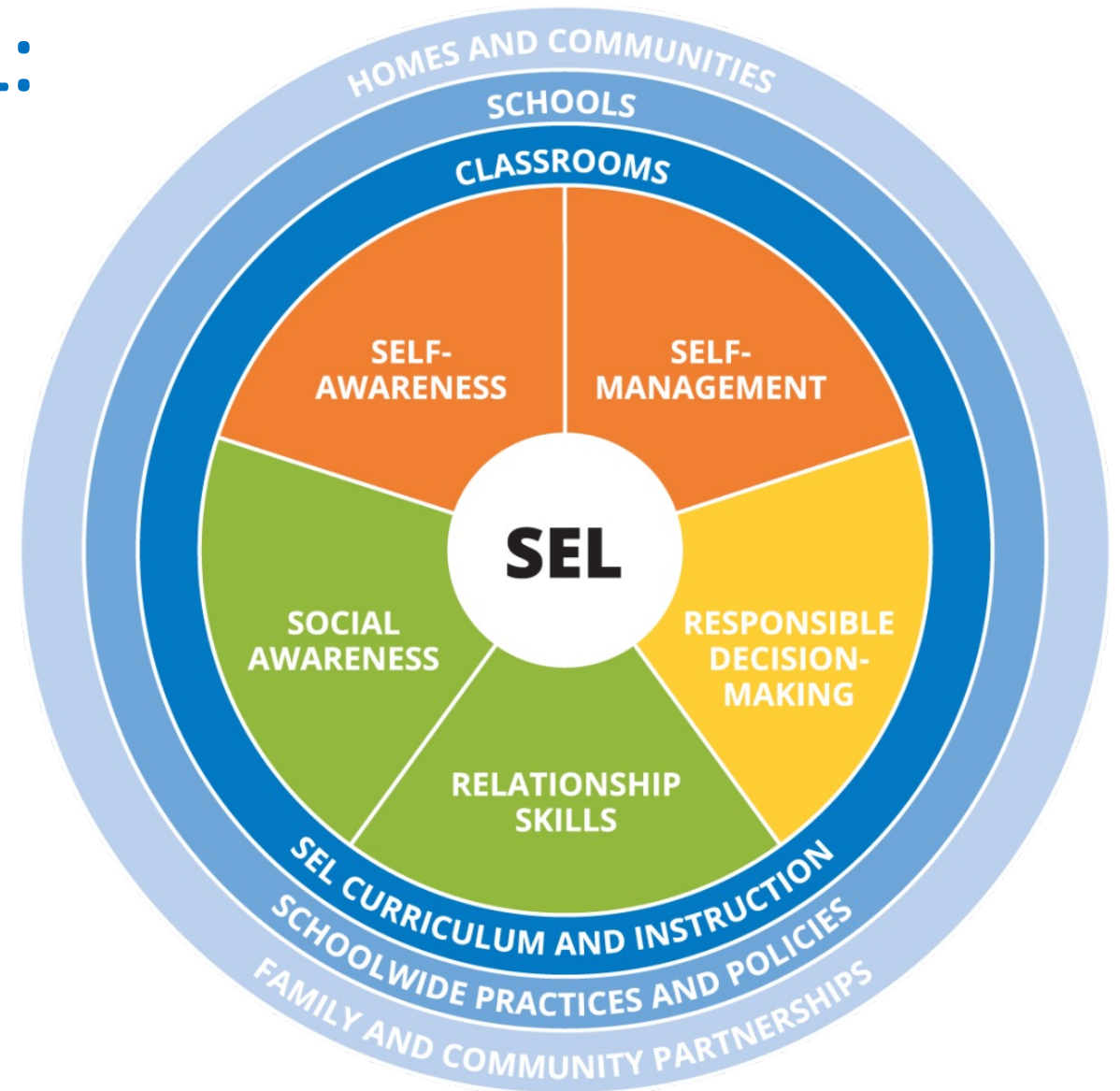
Before we get into
the nuts and bolts
of special
education.....

Let's talk about
Social and
Emotional
Learning



The CASEL Framework includes the Five components of SEL:

- **Self-Awareness**
- **Social-Awareness**
- **Self Management**
- **Interpersonal Relationships**
- **Responsible Decision-Making**



So, how is Social-Emotional Learning defined?



Social-Emotional Learning is....

the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy for others,
- establish and maintain positive relationships,
- and make responsible decisions.

(CASEL)

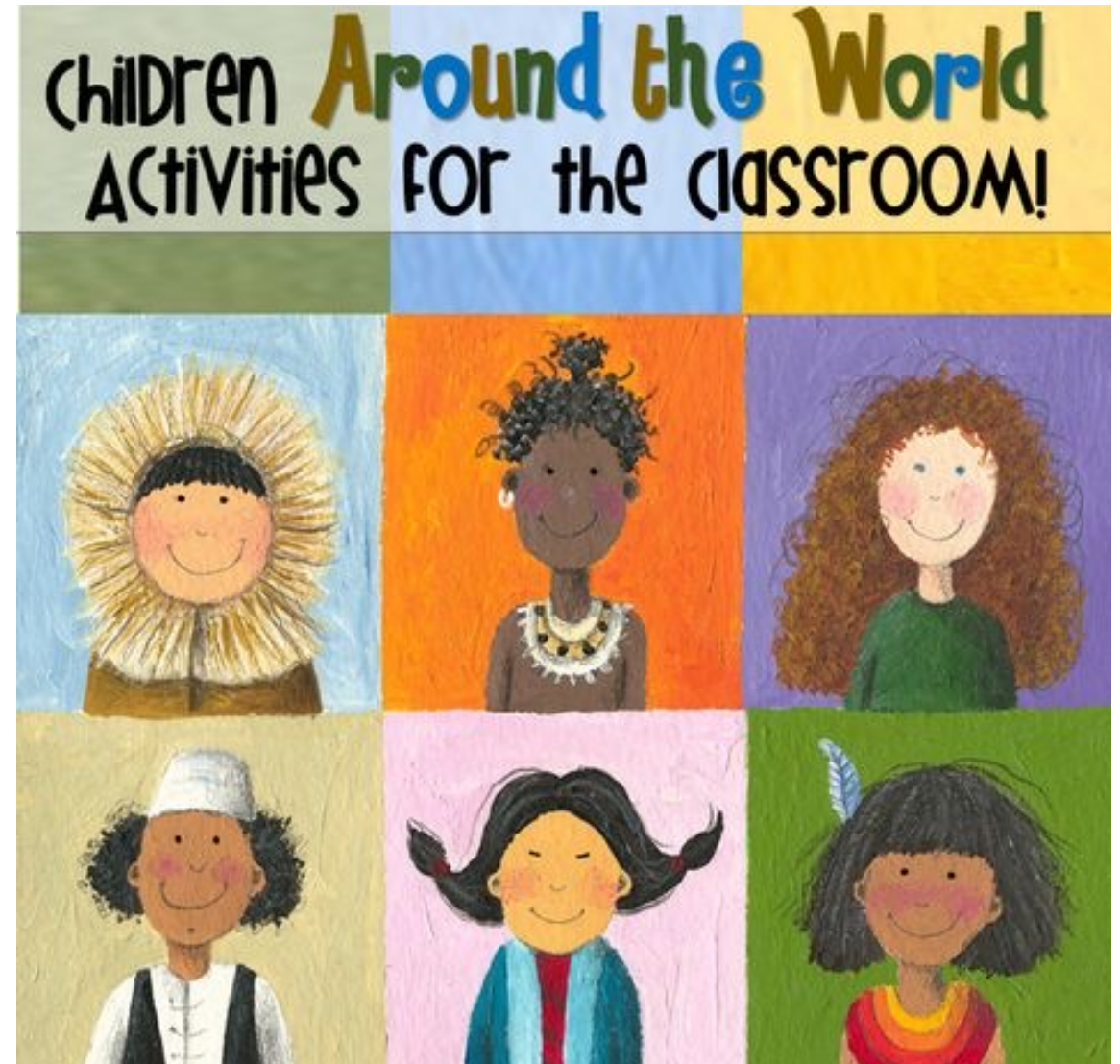


Self-Awareness

Entails identifying and recognizing emotions, accurate self-perception, recognizing strengths, needs and values, self-efficacy, and spirituality.

Social-Awareness

Includes
perspective taking,
empathy,
appreciating
diversity, and
respect for others



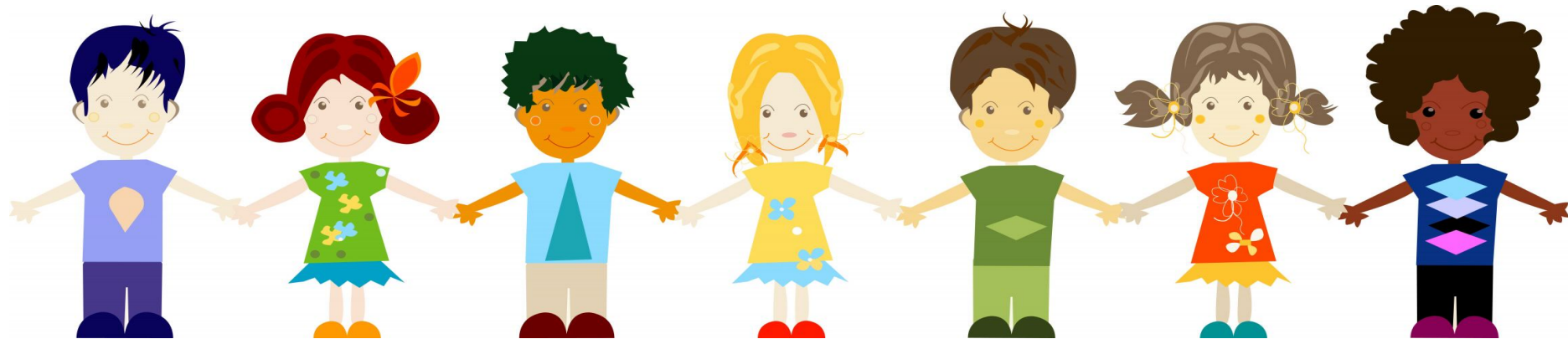
Self-Management

Includes impulse control and stress management, self-motivation and discipline, and goal setting and organizational skills



Interpersonal Relationships

Includes communication, social engagement and building relationships, working cooperatively, negotiations, refusal and conflict management, and seeking and providing help



Responsible Decision-Making

Includes problem identification and situation analysis, problem solving, evaluation and reflection, and personal, moral and ethical responsibility



Research confirms...

“When classrooms connect rigorous cognitive challenges with social interaction, or ignite emotions, it results in deeper learning.”

(Jones & Kahn, 2017)



DATE June 1, 1962

FOR Mary Beth Close

A good nursery school is concerned primarily with the child's emotional and social development. It does not stress the development of skills or the teaching of facts. We therefore consider the first group listed below as the most important.

TEACHER'S NAME

Happy	a happy girl with a sweet smile	Mrs. V. Quirk
Manages Self	Exceptionally well at all times	" "
Conforms	Always	" "
Cooperates	Always - follows directions easily + willingly	" "
Shares	Is kind, generous + thoughtful at all times	" "
Reasoning	Above average in this ability	" "
Oral Expression	A very good vocabulary + expresses herself clearly	" "
Dresses Self	Very capable - likes to be independent	" "

Outside Play	Enjoys the freedom of out-door play + participates in all playground activities	" "
Stories	Listens attentively + is not easily sidetracked	M. Hansen
Resting	Needs no help	" "
Art	Enjoys working with art materials. Span of interest is good.	Average in ability V. Quirk
Active Play Room	Is able to use imagination in her play.	A. Fitzgibbon
Quiet Play Room	Is challenged by puzzles and quiet play	E. McGeorge
Singing	Mary Beth shows an interest in the nursery songs	P. Lytle
Rhythms	She has a nice sense of rhythm and participates in all rhythm work.	" "

SIGNED Adelaide + Hamilton Mc Giffie

Mary Beth's happy manner and winning smile have endeared her to all of us. She makes friends easily and enjoys everything. It has been a pleasure having her in my class. Mrs. Quirk

Special
Education is
much like...

Alphabet Soup



Let's see what we
already know....

Learning the vocabulary of
Special Education can remove
some of the mystery
surrounding it:

Name That Acronym!



Please take out the list of....

Acronyms found in the right-hand pocket of your folder



Special Education Acronym Answers



IEP Individualized Education Program

BIP Behavior Intervention Plan

FAPE Free and Appropriate Public Education

LRE Least Restrictive Environment

FBA Functional Behavioral Assessment

IDEA Individuals w/ Disabilities Education Act

PLAAFP Present Levels of Academic Achievement
and Functional Performance

CST Child Study Team

OT Occupational Therapy

LDTC Learning Disabilities Teacher Consultant

ESY Extended School Year

PT Physical Therapy

ABA Applied Behavior Analysis

AR Annual Review

I&RS Intervention and Referral Services



“Dear Teacher” Advice from Students

https://www.youtube.com/watch?v=ITMLzXzgB_s

Discussion:

- After viewing the video, turn and share your thoughts with the person next to you
- Do the children's words of advice remind you of your child in any way?



Academic & Social/Emotional Qualities



- How do **YOU** define Special Education?
- How does a student become eligible?
- How **IS** special education defined?

What is Special Education at a Glance

- Range of services that help kids with disabilities with all levels of cognitive abilities or intelligence
- Tailored to meet the needs of individual students
- Kids who qualify have an IEP
- It is a planned, systematically monitored arrangement of teaching procedures

Seven Steps of the IEP Process

1. Pre-referral



2. Referral



3. Evaluation



4. Eligibility



5. IEP Development



6. IEP Implementation



7. Annual Review



1. Pre-referral

- *Parents* and school personnel work collaboratively to determine if general education teachers can appropriately address any educational or behavioral difficulties in the general or regular education classroom.
- Teachers try different techniques and strategies, alter instructional delivery, and make accommodations tailored for the students.
- If concerns persist, a referral for a special education evaluation should occur.

(Bagish, 2017)

2. Referral

- *Parents:* Written request for an evaluation.
- Child Study Team (CST) receives request.
- CST

Learning Disabilities Teacher-Consultant (LDT-C)

School Psychologist

School Social Worker

(Bagish, 2017)

3. Evaluation

Purposes:

- Is there a disability under N.J. Special Education Code www.nj.gov/education/specialed
- Determine present levels of academic and functional achievement and educational needs
- Determine if special education/additional therapy needed
- Provide baseline of performance informing development of IEP
- Evaluation results used later to assess efficacy of implemented IEP

4. Eligibility

Eligibility Meeting:

- Discussion of evaluation results
- *Parents* sign agreement, disagreement, or opt to defer decision regarding eligibility

IEP Meeting:

- Occurs immediately following eligibility meeting *if parents agree*
- *No IEP can be implemented without parental consent*

(Bagish, 2017)

5. IEP Development

- *Parents* essential members of IEP Team
- Needs identified
- Goals and Objectives driven by needs
- Instructional implications of evaluation findings
- Program and services to meet needs
- Must consider strengths of student
- Must consider concerns of *parents* for enhancing education of their child

(Bagish, 2017)

6. IEP Implementation

- Services delivery commences immediately with *parent's consent*
- IEP amendments
- To meet or not to meet

(Bagish, 2017)

7. Annual Review

- Parental feedback
- Home/School communication
- Progress toward meeting goals and objectives
- Development of new program and services



Individuals with Disabilities Education Improvement Act

- This act (IDEIA 2004) mandates that every child identified as having a disability and in need of special education services be provided an Individualized Education Program or IEP.
- *Parents* must be included in the process of developing these plans and are considered members of the IEP team along with school personnel.

References

- New Jersey Department of Education, New Jersey Administrative Code, Title 6A, Chapter 14, Special Education, 2016.
- <https://www.state.nj.us/education/code/current/title6a/chap14.pdf>
- [https://www.nj.gov/education/specialed/parents/docs/RevisedParentalRights\(PRISE\).pdf](https://www.nj.gov/education/specialed/parents/docs/RevisedParentalRights(PRISE).pdf)
- Bos, Candace S., Vaughan, Sharon (2006), Strategies for Teaching Students with Learning and Behavior Problems. Boston, MA: Pearson Education, Inc.
- Smith, Deborah Deutsch (2006), Introduction To Special Education. Boston, MA: Pearson Education, Inc.

The 14 New Jersey Special Education Categories:

The most common:

- Autism
- Other Health Impaired (OHI)(e.g. ADHD-Can be combined type or stand alone)
- Specific learning Disability (SLD)

(1) Basic reading skills

(2) Reading comprehension

(3) Oral expression

(4) Listening Comprehension

(5) Mathematical calculation

(6) Mathematical problem-solving

(7) Written expression

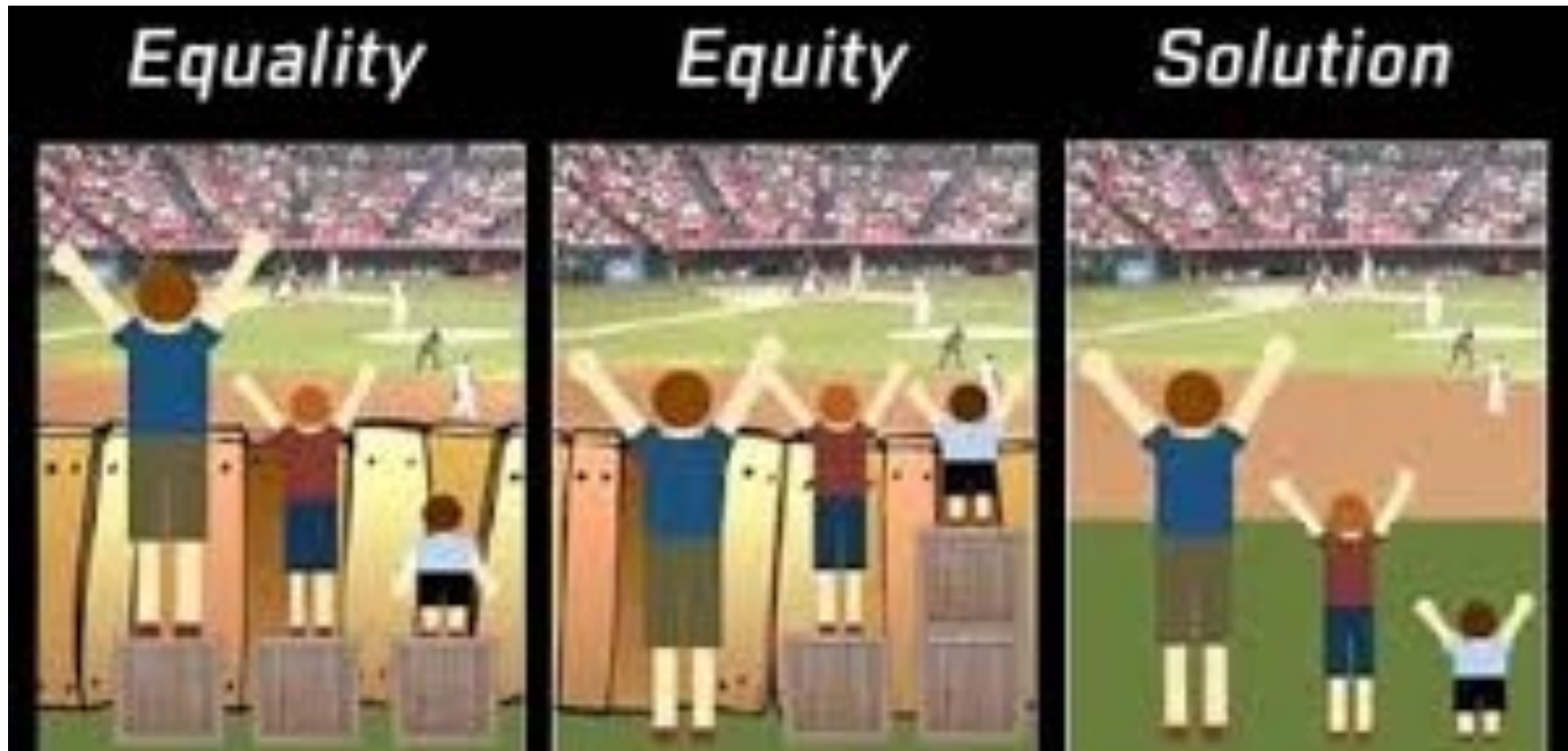
(8) Reading fluency.

Categories Continued

- Deaf-Blindness
- Auditory Impairment (Deafness or Hearing Impairment)
- Communication Impairment
- Preschool Child with a Disability
- Orthopedic Impairment
- Social Maladjustment
- Emotional Regulation Impairment
- Intellectual Disability (Mild, Moderate, Severe)
- Multiple Disabilities (MD)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

Level Playing Field

Strategies, Differentiate Instruction



IEP or 504?
What is the
Difference?



Take Home Tips...



- Schedule a meeting early on with the teacher to discuss your child: (what they **won't** learn from the IEP)
- Chunk homework this way: easy task; hard task; easy task. This will build tolerance and confidence
- Familiarize yourself with the laws and the goals and objectives in the IEP so you can be a strong participant in meetings and in supporting your child
- Give the school (teacher) the benefit of the doubt and work to build a true partnership with the teacher and case manager

Take Home Tips...

- Gauge your child's tolerance for at-home school tasks and make the decision regarding when to stop.
- Talk to the teacher about how you can work together to make sure HW is not a battlefield. Get comfortable with deciding when your child has "had enough."
- Strengthen these "muscles" so your child will build tolerance, perseverance and confidence to complete tasks (with no penalty when they have not completed a task)
- Get comfortable with "Baby Steps." This leads to self-management skills.
- When you decide they have "had enough" for that homework session, stop them and write the amount of time spent at the top of the worksheet.

Take Home Tips...

- Work to establish a trusting relationship with the school people who support your child; they chose this profession because they care about kids
- Give the benefit of the doubt again, and again and again.
- Be kind. Be collaborative. Be open to listening.
- Remember: It's a Shared Responsibility!!



Take Home Tips....SEL

Strategies to support your child at home...

-
- Be flexible and patient
 - Encourage and provide praise for child's efforts
 - Focus on victories and child's strengths
 - Spend time with child engaging in activities that are easily attainable





More Take Home Tips....

- Model new tasks first, then have child copy in steps or stages until mastery
- Be consistent with schedules/routines and rules
- Provide as as much visual information as possible (Charts of rules, chores)

Where do the mermaids
stand?

Robert Fulghum



Supporting your child's development, is
the best way to optimize their future!



Questions?

Comments?



Thank you for your Participation!!



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